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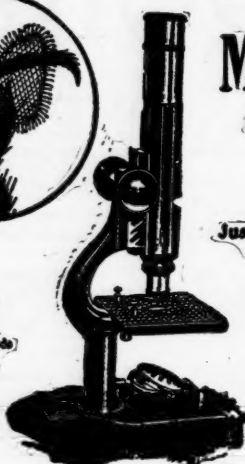
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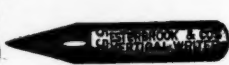
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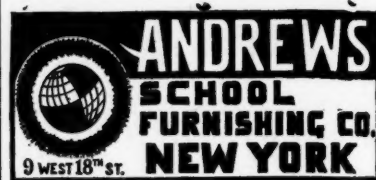
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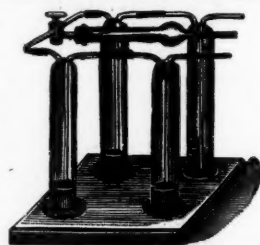
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A Weekly Journal of Education.

Vol. LXIV.

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No. 16

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✓ The Spirit of Colonel Parker's Work.*

By SUPT. W. N. HAILMAN, Dayton, Ohio.

It would be interesting to study the development of Colonel Parker from childhood to full maturity, and to note the germs of the doughty warrior's devotion in the boy who, at the age of thirteen, broke the bonds by which he had been apprenticed to a New England farmer, in order to gain freedom for the unfolding of the faith that was in him. It would be interesting and profitable to follow him, cut off from the support of angered relatives, in his struggles to gain a foothold, thru the scanty days of schooling which he snatched from weary weeks of toil; to rejoice with him in his successes as a teacher, even before he had become of age, and in the increasing development of his phenomenal vigor, earnestness, and influence, almost up to the very hour when, in the words of his favorite hymn, he was called to "Jerusalem, my happy home," which alone can bring peace to such warriors as he.

To us of Dayton it would be of special interest to review his work and influence in the Dayton schools, where, during a short period of three years, he acted with marked success as principal of one of our district schools, as principal of the newly-established normal school, and as assistant superintendent. It may be that the Dayton of that period was not aware of what she harbored, but the Dayton of to-day has reason to rejoice in the fact that full illumination, full clearness as to the meaning of his mission in life came to his soul within her borders and among her children.

But all this we must forego, in order to steep ourselves, as it were, in the spirit that animated him in his work, and which his death reveals to us only the more clearly. Thus is it ever with high and noble lives, which die that their spirit may be set free to do its work more forcefully. It seems as if the weaknesses and shortcomings of the mortal man were buried in the grave with him, and we behold the free spirit in the untarnished purity and strength of its divine source. Henceforth no man dare criticise. All must applaud and follow.

In Colonel Parker's conception man was born for freedom, or self realization. Into man, fashioned from the dust of the earth, the Creator had breathed the breath of life directly and made of him a living soul. To reveal the divinity of the spirit that gave birth to this soul is the undying hope and yearning of every true man, and the life of man and of generations of men is but a continuous self-revelation of the divine spirit that lives within.

In this sense Colonel Parker, like John Fiske, was an Evolutionist. At the center of life is the spirit seeking self-realization. Freedom, in its lower phases, adapted itself to environment; in man, it strives to control and even to create environment. In its lower phases it developed blindly; in man it learns to know itself, to see clearly the purpose of its being, and the responsibility which this purpose places upon it; the achievement of the supremacy of spirit.

Under this view education appeared to Colonel Parker as the most important of the concerns of humanity. It was to him humanity's method of self-evolution; hu-

manity's method of securing the intelligence, skill, and vigor of soul, which self evolution demands.

That such a nature should be deeply religious goes without saying. For this reason Colonel Parker insisted on every occasion that, altho denominationalism, might properly be excluded from the work of schools,—religious devotion, the religious attitude, religious fervor, in short, the religion which lies behind all denominations, must be, on the part of both teachers and pupils, the indispensable center of all their work.

Of necessity, therefore, he approached his work with the highest reverence, not only for childhood, but for the individual children with whom he had to deal. These he studied; these he would have every teacher study first, last, and all the time, and in the center of every other study they may undertake. For the sake of the beloved children he would cast out from the school all the medieval rubbish, as it appeared in his eyes, of rod and routine, that the children, too, might grow strong and rejoice in freedom.

Is it necessary to add that to him this freedom was not license; that it meant the completest and most perfect subordination to law, but a *self*-subordination to *recognized* law, recognized by eager, painstaking love of truth and justice. This is the freedom he claimed for himself; this, the freedom he would have for his teachers; this, the freedom he craved for the children and thru them for humanity.

Possibly this will account for Colonel Parker's peculiar openness to conviction. He was never a dogmatist. As far as his soul could hate, he hated all that savored of dogma in matters of education as intolerable barriers to progress. He kept his mind constantly in humble, tho eager suspense, ready to welcome new truth and to abandon old error. Only this one thing he required, that truth and error should appear.

His courage was phenomenal. In his long life of unbroken, strenuous struggle, he never showed fear of men, nor would he sell one jot of principle for personal success. He called everything by its name. No spade could hope to be called anything but a spade by him. In this, I take it, lay much of his great strength. It was his transparent honesty of conviction and purity of purpose that silenced his enemies and gathered around him the loving souls of the people—always in the majority when once aroused, and few men possessed the power of arousing loving souls as did Colonel Parker.

In Colonel Parker the children of this country lose one of their warmest friends, and educational progress one of its most forceful leaders. His translucent sincerity of purpose, his manly earnestness, his clear grasp of the situation, his unfailing vigor and resourcefulness, compelled conversion and following wherever he spoke or worked.

The growing reverence for childhood in the work of the school, the steady expansion of its interests, the recognition of the child's immediate purposes as a valid factor in the work of education, the consequent respect for individuality, the love that feeds the soul and opens the mind, the liberation of the hand as a distinctive creative organ, the cultivation of the sense of the beautiful, and the consequent strengthening of moral attitude—all these and many other things that are blessing the schools of the day are largely due to Colonel Parker's convincing initiative.

* From an address at the Parker Memorial exercises, at Dayton, Ohio.

It is true that he has left us, but the spirit that was revealed thru him will never leave us. Nay, thanks to the earnestness of his soul, it will increase in brightness and impelling force as his memory grows old.



"The Curse of Education."

By ARTHUR GILMAN, M.A., Director of The Gilman School, Cambridge, Mass.

"The Curse of Education" is the startling title of a book published in England, by Harold Gorst, a man evidently well informed in regard to the system in vogue in his native country. What can Mr. Gorst mean? In the first place, he does not intend to disparage culture. He uses the word "education" in the sense of the conventional mode of bringing up children and of educating youth as he has seen it in practice. He says that he finds fault chiefly with the "universal method of cramming the mind with facts and particularly with the manufacture of uniformity and mediocrity by subjecting every individual to a common process, regardless of his natural bent." The "average educated man," he says, "possesses no real individuality. He is simply a manufactured article bearing the stamp of the maker." These be strong statements. England, Mr. Gorst thinks, is being left behind in the educational race. "Where the English child is stuffed with only six pounds of facts, the German and French schools contrive to cram seven pounds into their pupils."

Mr. Gorst looks at the methods by which the public service is recruited in England and says that the men appointed are "simply individuals who have succeeded in obtaining most marks in public competitive examinations,—that is to say, men whose brains have been more effectually stuffed with facts and mechanical knowledge than were the brains of their unsuccessful competitors. There is no question, when a candidate presents himself for a post in the diplomatic service or in one of the government offices, whether he possesses tact, or administrative ability, or knowledge of the world. All that is demanded of him is that his mind should be crammed with so many pounds avoirdupois of Latin, Greek, mathematics, history, geography, etc., acquired in such a way that he will forget, within a couple of years, every fact that has been pestled into him." To this Mr. Gorst traces that other fact that "the general level thruout the various branches of the public service is one of mediocrity," and that "the blunders that have characterized the conduct of the war in South Africa" "reveal the inefficiency of more than one department of government." "Most of the blunders of the war are, in fact," he asserts, "attributable to a want of common-sense," "the most valuable gift with which man can be endowed," "the very essence of genius," "the rarest of all attributes, for the very reason that it is deliberately destroyed by conventional methods of bringing up children and instructing youth."

Parents come in for Mr. Gorst's criticism, "for they think that they have fulfilled their duty simply by sending their children to school. The only thing considered necessary to equip a child for the battle of life is to get him an education, and nobody bothers his head about the principles or the effects of the process." Mr. Gorst points out that the effect of all this is disastrous, that natural tendencies are suppressed, and that the progress of civilization is retarded because it is not in the hands of the most fit.

Mr. Gorst quotes Matthew Arnold as saying in one of his official reports that the mode of teaching had fallen off "in intelligence, spirit, and inventiveness," and that the school regulations by "making two-thirds of the government grant depend upon a mechanical examination inevitably gives a mechanical turn to the school teaching, a mechanical turn to the inspection," and that it must be trying to the intellectual life of the schools. These evils have since Arnold's time been

greatly mitigated, but public opinion is not strong enough in England to make a complete revolution, which seems to Mr. Gorst to be essential, and he repeats over and over again his statement that the "schools in which the children of the people are taught are nothing more than factories for turning out a uniformly-patterned article," and that they "contrive to drive out all original ideas without implanting any useful knowledge in their place." "The whole school life is a scramble for marks. The school managers and masters are interested in getting the boys stuffed with facts, dates, figures and inflections, because the prestige of the school—and consequently its commercial success—is mainly dependent upon the creditable placing of pupils in public examinations. . . . The boy, for the ordinary purposes of instruction, is an empty bottle into which a certain prescription is to be poured. The prescription has been made up beforehand and cannot be altered. The school undertakes to administer a draught, but it refuses to bother about diagnosing each case. There is only one method of treatment, and every patient who enters the establishment has to be submitted to it."

Of course in such a discussion it is inevitable that Edward Thring will be mentioned, for if there ever was a master in England whose views were enlightened and sensible, he was the one. "Education," says Thring, "is not book-worm work, but the giving the subtle power of observation, the faculty of seeing, the eye and mind to catch hidden truths and new creative genius. If the cursed rule-mongering and technical terms could be banished to limbo, something might be done. Three parts of teaching and learning in England is the hiding common sense and disguising ignorance under phrases."

Dr. Arnold is quoted on the subject of boy nature and his pessimistic remarks are repeated, but Mr. Gorst does not agree that the badness is natural that Arnold observed in boys. He is willing to acknowledge that the "average boy"—the average English boy, of course—spends a good deal of his time in cheating the masters, lying to the authorities, and playing every sort and kind of mischievous or disreputable prank that comes into his head," but he attributes it to "the system of education which not only fails to encourage the boy's individual tastes and faculties, but actually forces upon him occupations that are for the most part absolutely foreign to his nature. . . . If this or that boy's store of energy is not turned into one channel. It will expend itself thru another. If the schoolmaster were to take the trouble to find out the particular bent of the pupil, and were to proceed to foster and educate it, all the energy of the boy would be used in this useful and congenial work. . . . But the parent and the pedagogue in their blindness can only see in this law of nature a wicked and perverse propensity that must be restrained at all hazards by a speedy application of the educational straight waistcoat." "School masters are like mothers. They imagine that because a boy happens to have survived their system of teaching, the latter must necessarily be the one perfect method—just as the fond mother whose infant has been enabled by means of a phenomenal digestion to outlive a particular food believes that it is the only food upon which babies can possibly be brought up."

When Mr. Gorst says that "the whole trend of evolution is to differentiate," he gives at once the end that he aims at and the method by which he would attain it. His book is a brief for "education" as opposed to "fabrication." He defines the object of education to be "to assist everybody to develop his faculties and talents, so that he may be fitted for the position in life that nature intended him to occupy," and this he vigorously asserts the schools of England do not accomplish. He agrees with Thring who says that "the primary object of education is to call out thought, not to load the memory—to strengthen mind and give it versatile power—not crush it under an accumulation of undigested facts."

Educational Opinion:

A Monthly Review of Educational Literature.

The School as a Social Center.

The center of social life in the eighteenth century was the church; in the nineteenth it was the state house; in the twentieth century it bids fair to be the school-house. Great evolutions come about slowly, and are accomplished before their scope is appreciated.

It is now nearly one-third of a century that the old New England township school system has been undergoing reorganization. The district school houses and the academies, which were but makeshifts for a rapidly pioneering population, have been almost entirely swept out before the town graded schools. The movement began in Connecticut, or possibly in Maine; swept over New England; and then covered New York state, Ohio, and all that West which had inherited from New England the broken up district system. For a time it seemed as if this reformation was to end in itself. It seemed to be quite enough to restore that admirable system which the Plymouth colonists devised, when they first planted themselves about Boston harbor. But our ablest educators have been awakened to the fact that the town school involves far more than had been supposed. Ossian H. Lang says:

It is plain to see that this proposed school evolution will affect the whole social structure. The town will be a new thing. Everybody will bear a helpful relation to everybody else. Individualism will not be sacrificed, while a wholesome social unification will be established. Young and old will equally bear a relation to the school. The school building will be modified to new demands. The town itself will be solidified, unified, and a co-operative town spirit created.

Professor Dewey, of Chicago university, writes:

I have no doubt that we are only beginning to recognize the possibilities of the school as a spiritual, as well as intellectual, center.

President Jordan, of Stanford university, says:

The school community idea involves greater co-operation on the part of parents in school affairs—a thing much to be desired. The day is passing when parents will give over their children at immature ages to absolute shaping at the hands of teachers they have never seen—and even whose names they may never have heard.

The outlined evolution is not to be the work of a single year; it cannot be established out of hand. What is already accomplished was not foreseen. It involves the spirit of co-operation and fellowship, and was allowed to lapse during a period of pioneering. The people went Westward too fast for organization to keep pace. Some of our wisest educators are satisfied with that amount of centralizing which comes in under the head of night schools, art schools, library and museum, lectures, free reading rooms, and more or less of music culture. If the movement stops with this it still will be a revolution. New York city led the way with the lectures. Buffalo and other cities made the school a library center—a complete system of book distribution is hardly possible thru any other medium. Every school ought to be a distributing station of a comprehensive town library. Reading rooms will then naturally follow. After that comes your town museum—a veritable town history—relics and memorials of whatever art growth the town has had. Some of the larger towns, as well as cities, have had long exhibitions of paintings in connection with the schools—open to all parents and children. In this way apprehension of the beautiful is cultivated, collateral with a knowledge of the useful. Public art galleries that are solemn as owl's nests are of little value to those not already art trained. What we need is to develop a taste for the beautiful from the very earliest years. Instruction in music may go on in connection with the general lecture courses. Springfield, Mass., led the way for other towns by establishing trade classes

where a poor boy may learn any vocation. Every town should take it in hand that every child within its limits shall have a bread winning power. The curriculum should look to it that the child, from the time he enters school, is on the way to preparation for becoming a self-reliant citizen. France has shown us that agricultural schools, as an annex to public education, are not sufficient. The whole public school system of that country instructs in the fundamental principles of agriculture and horticulture. Some of our own states are already moving in that direction. Industrialism is becoming a characteristic feature of public schools. A wide-awake educator says:

Literary clubs should be given permission to meet at the school-house. Circles for dressmaking and cooking; for studying local history, biography, and geology; for entomology and botany; for drawing, surveying, and photography, should find their homes at the same place. All these lines of work naturally co-ordinate; and then organize co-operatively. The school would thus mean the whole town, at work for intellectual and moral and physical improvement. Athletics should also have its place in the curriculum and have free use of school buildings and of the extensive playgrounds that should surround every school.

Chicago has undertaken to place her school building so entirely in the hands of the people as to work out a higher social life. Lectures and stereopticon shows are not accepted as all that is necessary. This is to stop at the threshold; it is not to think the matter thru. Nothing should be accepted short of opening the school-house for every rational social purpose that unites the townspeople.

Mr. Lang, in his editorial articles in THE SCHOOL JOURNAL, insists that this is "a moral evolution;" that "the school may thus be used to displant the saloons." In other words, around the school will grow up a superb force, a power for good that will leaven society. Doing things together is more important from every standpoint than living together. The school building ceases to be a mere place for teaching boys and girls; it is a place where the parents also are taught. The whole community is thus gradually drawn together around the school. In some New England towns the public conveyances used in the day time to collect and carry the children, are at night used to convey parents to lectures, lyceums, and entertainments. The results are not only better teachers, better sanitation, better attendance of pupils, but the family is kept together in its intellectual and moral growth. The town was a natural unit of Anglo-Saxon life. Its decadence, together with its special functions of school and church, was lamentable; its reorganization around the school-house we may believe will lead once more to the town church. Why, in other words, shall not the town school building in rural districts be the town church building on Sunday? Governor Rollins referred pathetically to the fact that all over the hillsides of New England there were dead churches. What advantage, moral or economical, in half a dozen rival buildings? Or in the remoter districts, why remain with no church at all?

What have we but the old Anglo-Saxon town or township; the natural social unit restored? Only we have something larger than the town of our fathers; we have new power, with new transportation, new ambitions, new problems to solve. The school and the church become co-operative. The homes, all bound together with telephones, throbb one life and one hope. The baser elements of society cannot so easily come to the front. There will be less street life; less corner-store life; less saloon life. Labor will be reduced by the application of electricity, so that the people will have more time for the higher social functions. Music at the schools, or even the lectures and addresses, may be

heard all over the town by telephone. Best of all will be the intensifying of the family sentiment. Instead of sending our children out of the family and giving them over to the school, we shall all be members together of a township organization, with all its intellectual and moral functioning.

—From an editorial in the *Independent* of March 6.

The Surprises of Experience.

The first article in the *Kindergarten Review* for March is by Susan E. Blow, on the surprises of experience. It is an excellent résumé of facts regarding the kindergarten of 1902, but the greatest surprise of all is that a professional kindergartner, actively at work and a prominent leader in the field, should write so frankly. Would that such plain utterances were heard more often in the kindergarten world; the children would benefit thereby.

In the early days of the kindergarten movement, says the writer, we were told that the Froebelian idea could not be carried out if there were more than ten or fifteen children in a kindergarten. To-day the average educational results reached in larger kindergartens far surpass the average results in kindergartens attended by only ten or fifteen children. That this fact should be indisputable is the first surprise of experience.

One probable reason for the present superiority of larger over smaller kindergartens is that, since it requires greater ability to conduct the larger kindergartens, the more competent directors are drawn into these positions by a process of natural selection. A second reason may be that having more children to attend to, the director of a large kindergarten is compelled to throw each child more on himself, and thus develops greater self-reliance and industry.

Another advantage possessed by our present large kindergartens is that since they are generally either connected with public schools or under the control of associations, they offer to the individual director larger opportunity for contact with other workers and place her under the supervision of a specially qualified person who, be it also noted, profits in her turn by watching the work of many different directors.

The reaction of the public school upon the kindergarten has materially aided its healthful development. By far the larger number of superior kindergartens are either directly connected with public schools or guided by supervisors who have had the benefit of public school training.

Wanted—A Broad Outlook.

Within the past few years a number of small signs have shown that kindergartners are slowly waking to consciousness of the fact that since kindergartens are conducted exclusively by women, and usually either by spinsters or young girls (i.e., women who have never known the richest and most educating experiences of life), they must have defects incident to defect in the intellectual and moral outlook of those who conduct them. The young woman who rarely talks seriously with men, and the aging spinster who gets few opportunities to talk with men at all, are prone to relapse out of human living and thinking into sex living and thinking. This simple fact explains what have been scathingly called the "elaborate fooleries of the kindergarten." Every kindergartner should be alive to this danger and should avoid it by conference with men, by participation in educational meetings where the masculine representation is large, by reading books written by men, and by inviting from men criticism of her own work.

One of the most interesting facts now coming to light is the change in the tone of literature, brought about since many women have become writers and a majority of women readers. In some respects the influence of women upon literature is valuable. It is eliminating obscenity and diminishing harshness. It is also, however, depriving literature of its virility and, to a certain

extent, of its integrity, and it is prone to substitute a sentimental idea of what ought to be for a candid recognition of what is. A similar influence is traceable in education and particularly in the kindergarten. It has produced the perennial smiler, from whose smile, critics aver, the child flees in terror.

The final reason for the present superiority of the public school kindergarten is, as has been already said, that the public kindergartner has been forced to consider the relationship of her exercises to the studies of the school, and has thus been led to supplement her theory of development by some conscious consideration of educational values.

The last and greatest surprise of experience is that by far the larger number of good kindergartners in the country to-day have adopted some form of program, and that in proportion to the organization of the program is the freedom of the kindergarten work.

Education for the Farmer.

The successful farmer of the future will have a good education, and an education that is as special as that of the trained worker in any other field. A little of what appropriate education means on the farm is stated by Andrew M. Soule in the *University of Tennessee Record* for February.

Education in the rural districts, says the writer, has not kept pace with that in the cities. In the rural districts it has primarily consisted of instruction in the elements of mathematics and English, while the sciences have been quite neglected and the principles of agriculture utterly ignored. In the city it has been different. There great technical institutions and schools of manual training are turning out thousands of skilled workers to engage in commercial arts and industries. This disparity between the educational objective in the country and in the city is tending to the rapid centralization of population in the great cities and to the consequent neglect of agricultural pursuits.

The research work of the experiment stations has demonstrated their utility and repaid their cost a thousand times by reason of the light they have thrown on the simple relation of scientific truths to general farm practice. The more advanced agriculturists everywhere recognize the merit of the stations and gladly concede to them the homage which their work entitles them to receive, but there is a very large class of people who still have a contempt for those they are pleased to style theoretical farmers in contradistinction to the practical man. Agricultural education is no longer a theory. Many people do not realize this and many more would not be willing to concede it, but those who have studied the situation will gladly acknowledge the truth of this statement.

The need of breadth of culture is as vital on the farm as in any other profession. The wide range of conditions met with by the farmer are more difficult to grasp and to handle intelligently than in the learned professions where business matters run more in a cycle. It is said that the opportunity of the farmer is circumscribed and limited, and to substantiate the contention, the splendid achievements of great business interests are cited. These great business interests have only been developed because the men who were back of them had the breadth of culture and were able to grasp existing conditions. There are as great possibilities on the farm as anywhere else if the same amount of money were put into the business and the same skill and business acumen put into its management. This would not only be true where the operations were conducted on a magnificent scale but on the small farm of 100 or 200 acres where diversified agriculture is practiced and on down to the truck farm of five or ten acres. Education gives breadth and scope to the ideas; it is the source of originality and will enable the conception and consummation

of gigantic agricultural projects as surely as in the case of any other business.

The boy leaves the farm because he has a false idea of the business opportunity which it affords him. He leaves the farm because he is disgusted with its drudgery, its meager profits, and to his uneducated mind, its limited possibilities. He has no appreciation of the esthetic side of country life or of the natural beauties which surround him. To him the language of the most beautiful creations of nature is dead. To him the earth is repulsive because he does not understand it. The wonderful growth and development of the plant is a hidden book; the insect life around him is tongueless; the beauties of the world in which he lives and moves are utterly without meaning because his mind has not been directed in the proper channels and he has never had an opportunity of knowing what glorious pleasures are all about him and what splendid things he might accomplish if he knew more of nature's hidden handiwork. If he were properly educated to understand and measure what constitutes true living; if he could foreshadow the future of his city life and compare it with his chances in the country; if he were trained to weigh and balance the good and bad, the sense of pleasure and power on one side and of confinement and cramped opportunity on the other, he would generally elect to remain one of God's free creatures and wrest from the heart of nature the hidden truths which guard her secrets and hold imprisoned her stores of wealth.

Competition is stronger in farming to-day than ever before in the history of the business. At the present time one must exercise business foresight and possess an intimate knowledge of market conditions, crop production and dissemination in order to be successful. If certain citizens can acquire wealth from the farm, and on investigation they are found to be quite numerous, why should not others? It is because they have failed to appreciate the business status of farming and to treat it in the manner that alone insures success.

Do Children Know the Alphabet?

At a meeting of the Long Island Library club, says W. W. Bishop, of Brooklyn, in the April *Educational Review*, a question was raised which is of concern to students of our present educational programs. The president of the club started a most interesting discussion by asking the librarians if they had discovered any general lack of acquaintance with the order of the letters of the alphabet among children. An almost unanimous affirmative was given, and a series of anecdotes was told to illustrate the very general difficulty experienced, not alone in the use of a card catalog—which is ever a mystery to some souls,—but even in the use of dictionaries and encyclopedias. Moreover,—and this is the point which I wish to bring to the attention of teachers,—librarians who have for years been dealing with children, especially those in charge of "children's rooms," affirmed that ignorance of alphabetical order is more noticeable of late than in former years. Teachers present at the meeting joined in bearing testimony to the same fact. While to master the order of an arbitrary set of symbols is a task which even mature minds sometimes fail to accomplish in view of the immensely important role played by the alphabet in most systems and schemes of arrangement, it would be well for those who supervise educational programs to ask themselves whether they provide in them some place where children are taught thoroly their A B C's.

Every filing system, dictionary, encyclopedia, catalog, bibliography, and almost every sort of list has as its basis and key the alphabet. The old method of teaching the letters in a purely unintelligible and mechanical fashion, now most properly abandoned in many quarters, at least furnished a child with a set of order-symbols which he continued to use for the term of his natural life. Is it not wise to provide for their mastery at some

early point in the school curriculum as order-symbols, and also to find a place for practice in using lists and books whose order of arrangement is alphabetical? The ordinary explanation given for using a card catalog,—“Look for a card just as you would for a word in a dictionary,” fails to assist very many boys of fifteen.

I would not have it thought that I am referring to long-continued and systematic work in running down entries or in what librarians call “alphabeting” cards. Such work very quickly numbs the alphabetic sense of all but the most hardened experts. The difficulties to which I am calling attention have been reported in the case of very simple and elementary catalogs, dictionaries, and large-print reference books. That the difficulties exist cannot be doubted. A small amount of forethought and effort should be sufficient to meet them, once they are recognized.

Teaching of Addition and Subtraction.*

By SUPT. ALBERT DUNCAN YOCUM, Chester, Pa.

While this is a period of unrest in the pedagogical world, a time when theories are advanced and withdrawn either because they do not survive the attack of the critic or invite investigation at all, there is a fair minded attitude toward the theorist who harmonizes his conclusions with facts which have been carefully tested before assumption. Aside from a theory which is convincing *per se*, found in “An Inquiry into the Teaching of Addition and Subtraction,” one of the strongest claims to consideration rests upon the author's wide experience in dealing with children. Dr. Yocum's well planned and carefully executed test to determine the content of children's minds upon entering school confirms this. The results of his investigation constitutes the first chapter of the thesis. This division of the book is well worth a study because of the uncertainty with regard to the time children may begin the study of number and what arrangement or method best appeals to their experience.

Thruout most of the thesis the argument is upon *a priori* grounds, but the data chosen call attention to an acquaintance with the prevailing systems of teaching number, to a knowledge of original sources, shown also in notes and references, and an understanding of genetic psychology. A resume of the author's plan,—necessarily brief and incomplete,—will doubtless lead to the fairest estimate of its character and merits.

Following the chapter giving the results of the investigation of the mathematical content of children's minds and its conclusions, is a discussion of logical and psychological orders of teaching facts. A logical order, says the writer, is one in which facts having some element in common are grouped together.

There may be more than one logical order, but that logical order in which the common element is most effective, *i. e.*, the one whose perception in the mastery of one fact in the group will insure the readiest mastery of every other fact, is the psychological order.

The possible logical orders of arranging facts are then stated, resulting in three distinct groups of elementary sums:

1. Those in which the digit to which the addition to be made is constant.
Plan originating with Warren Colburn.
2. Those in which the result is constant. Grube method.
3. Those in which numbers added is constant.

Under the last named system the groups are most effectively arranged if they are formed by the successive addition of each digit to itself and then to each inferior digit. The illustration of this is obscure unless the

*Abstract of thesis presented by Superintendent Yocum to the faculty of philosophy of the University of Pennsylvania in partial fulfillment of the requirements for the degree of doctor of philosophy. The abstract was prepared by Frank H. Sobey, teacher of algebra and arithmetic, State normal school, Trenton, N. J.

reader remembers the author's statement that all inversions are omitted. It is then seen that this system harmonizes with counting by ones, twos, threes, etc., that it bases knowledge on the child's experience before coming to school; that it makes use of the well-known interest that children have in counting.

The *a priori* determination of the psychological method of teaching the fundamental sums and differences is a strong chapter in the thesis. After the statement of what constitutes a psychological method and the conditions necessary to it, various ways of deriving facts are classified as follows:—(1) The Objective Method, (2) The Memorial Method, (3) The Abstract Method. A comparison of these leads to the conclusion that the abstract method insures the readiest determination of facts, the readiest memorizing of facts and the maximum mental training.

The concluding chapter tells of the results of a half year's teaching in the order and according to the method just determined. It will be seen that this is, after all the most convincing demonstration of the merits of the system, for it may be justly said of this or any other theory, however well it accords with pedagogical principles,—“It is by their fruits that ye shall know them.”

Contingencies of a State University.

Life at Cambridge or New Haven is one thing; at a state university in one of the newer Western states it is decidedly another. A little of what it all means in the latter case is set forth in a bright description from the pen of “An Athenian” in the *Atlantic Monthly* for April. It is, to be sure, a struggle, this toil in a Western state university but, as is evident from the sketch, there is a bright side to it all—a side that from the graduates' point of view will grow brighter with every passing year. And what the professors do for those unsophisticated boys and girls whom they guide and advise for four years, only the recording angel will ever know. Many loyal hearts feel something of what was done, and the best memories of the college days will cluster around the hours spent in the class-room of this and that professor. But the writer says: We call ourselves “the Athens of America,” and we allude to our university as “school.” The streets swarm with boys and girls; for here we take co-education as a matter of course, never having thought of anything else. Nevertheless, owing to the large professional departments, the boys far outnumber the girls.

In our university the dormitory system does not prevail, and these young people are very much occupied in getting themselves settled in the town wherever they can find lodgings, usually lodging and boarding in different houses. Comparatively few of the citizens are averse to taking “roomers,” but meals are a more serious matter. Of late there is a somewhat aggrieved surprise among householders at certain new exactions on the part of applicants for lodgings. I am told that even freshmen now demand furnace-heated rooms, whereas a few years ago a student carried up his own wood and took care of his—or even her—own fire. The present pace was set by a few persons who built modern houses for their own convenience, and then admitted student lodgers in order to make good the outlay.

A glance at the university catalog shows that most of the students come from within the state. This is natural where each state has its university, but on some accounts it is a pity. We are too proud of our state, and would be the better for rubbing shoulders with outsiders. However, here are all these young people, presumably thirsting for knowledge. Those who are in a position to judge say that, on the whole, the thirst is keener than in the Eastern universities; that the boy who goes to college because his people expect it of him is a much rarer person than in the older parts of the country.

A student who can prove his inability to pay is entitled to free tuition, and if unable to buy a uniform he may be excused from military drill. As to the rest, the bare necessities of living cost but little, and there are furnaces to take care of and other employments of a similar nature. The eager and earnest young men who form the majority of the students have, it seems, a more serious difficulty to contend with than mere poverty. This is the lack of adequate preparation. Scarcely any of them have been able to get anything better than the narrow and machine-made instruction which is all that even the better high schools can offer. Of the general information which comes from contact with cultivated minds most of them show not the slightest trace. They go at their tremendous task with tremendous energy, and by sheer force conquer the obstacles that lie between them and their university degree.

There are other students, however, better dressed and more sophisticated, the sons of professional and business men. These are the ones whom one meets walking with pretty girls. They belong to the fraternities, and interest themselves in the usual diversions of the student. Some of them also study. Not many of them are rich, tho they have a certain amount of money to spend.

As for the women, they too are of various kinds, from the girl who has saved up her earnings in order to take a course at the university to the daughter of one of the foremost citizens of the town. A witty professor once said that the woman students of the university could be divided into four classes. Beginning at the bottom, they were: (1) those who were of no account either as girls or as students; (2) those who were good students, but indifferent to the graces of the toilet; (3) those who dressed well and took the lead in the social amusements of student life; and (4) Miss Mary Martin.

What most impresses the impartial observer is the extraordinary independence of these girls. Ordinarily the girl finds her own quarters and manages her own affairs. Her goings and comings, her hours, her companions, are all at her own disposal. Sometimes she is a serious student; frequently she is clever enough to hold her own extremely well in her classes; but apparently she is more apt than her brother to come to the university for the fun of it. The girls who come to the university for amusement rather than for study are, without doubt, greatly in the minority, but because they are here at all there should be some system of guardianship.

It is true that in spite of her freedom the girl usually escapes without having fallen below her own standard of decorum. But her standard permits a good deal. I have met a boy and girl on their way to take a row on the river as late as ten o'clock in the evening, after a meeting of one of their literary societies; and it seems that this is not an infrequent occurrence. It is but a sample of a freedom which is sometimes harmful.

When I first settled in this neighborhood it reminded me quaintly of my native New England village. I shortly discovered, however, that the New England village and the Western town differ radically. The most striking difference is in the attitude of the people toward innovations and toward criticism. In the former your criticism is received with unruffled serenity, and your attempt at introducing a new custom ends where it begins. In the latter the mere suspicion of a wish to criticize is enough to damn you; but if you show yourself friendly, you may perhaps make a revolution in the customs and manners of the town.

We are a hospitable people. When I go back to my New England village, I am greeted pleasantly, but whatever fattened calves there may be are eaten behind closed doors. When my friends come to visit me in my Western town, they break bread in the houses of most of my acquaintances.

The town never forgets its share in the ownership of the university, which it construes into an ownership of

the faculty. Concerning the students the citizens do not burden themselves with responsibility, but the professors need watching. For one thing, some of them have been brought—most unnecessarily—from outside of the state. We have a deep-rooted belief in the superiority of native products, and hold that we are false to the finest state in the Union if we want anything else.

The regents of a state university have certain idiosyncrasies, resulting largely from the manner of their selection. Political appointment means more or less the appointment of politicians. An effort is always made by the president of the university, and by the more conscientious of the regents, to have the places, as they fall vacant, filled by good men; but the best men are hard to get, for the better they are, the more affairs of their own they have to attend to. A man of leisure, broad-minded and devoted to the university, is a treasure not often to be found. The board is usually made up of a few farmers, a few lawyers, a doctor or two, possibly a couple of business men, and a preponderance of editors; the governor of the state being the chairman. The executive committee visits the university once a month; the full board comes two or three times a year. The resident business manager is well acquainted with the affairs of the university; so is the president, and so are one or two of the regents.

In their management they are only occasionally swayed by politics. When this happens, it is chiefly the law school that suffers; for it is easier to give a lectureship in law to a political friend than to let him try his hand at Latin or biology. Religious views play some small part. A Presbyterian regent might like to put in Presbyterian professors; a Baptist will be likely to suggest sending to Chicago for Baptists. Nearly all of them would prefer natives of the state. Yet they admit that one of the important duties of the president is to select the best men he can find to fill vacancies, and they usually confirm his nominations.

Regents may come and go, may do good or harm, but it is, after all, the faculty that counts; and the professors in our state university, taken as a whole, form an admirable body of men. Their salaries are small, their work is hard, their situation is more or less isolated, there is never money enough properly to equip their departments, they are not always sure of the support of the regents, and in some cases know only too well that their work is not appreciated: yet they are not only hard-working and conscientious; they are for the most part enthusiastic and cheerful.

College trustees, and sometimes even college presidents, are too apt to think that if a professor prints nothing he is good for nothing. A brand new president of our university told me that he was not going to keep professors who did not bring themselves into notice by their publications; and I remember hearing of a man who, whenever he contemplated sending in a petition for an increase of salary, had a pile of magazines and pamphlets containing his publications put in a conspicuous place in the room where the trustees of his university held their meetings. Trustees sometimes fail to recognize the fact that a man may possess such a gift of teaching and such personal magnetism as to be an awakening and inspiring influence,—inspiring far beyond the bounds of the special subject which he teaches,—and yet may have no time to write. Indeed, in most of our state universities the professors are not allowed much leisure for independent work.

Some of the professors are natives of the state; perhaps a majority of them are Western men by birth; but most of them have been educated according to modern methods. Many, indeed, are graduates of Eastern colleges and universities, and nearly all have taken their year, or two or three years, in foreign universities. The others come from all parts of the country, and a few from Europe. Thus we get a pleasing cosmopolitan flavor which even our state pride cannot prevent us from enjoying.

It always seems to me that no one in the university works quite so hard as the president. His office door bears a legend to the effect that his office hours are fixed within certain limits, but as a matter of fact he finds it necessary to be accessible at all hours. The president of our State university is required to have some special gifts. He needs to be singularly open-minded and adaptable, and more than all he needs to be sincere. If he has a talent for public speaking, so much the better for him. Westerners adore oratory, and consider it almost more important that there should be a professor to teach their sons how to speak than that there should be professors to train their minds so that they may have something to say. The president is obliged to travel about the state making addresses at high school commencements, at teachers' associations, at every kind of educational gathering that ingenuity can devise; not to speak of festivities at home, such as alumni banquets and the like.

In the all-important matter of revenue, our state university leads a precarious, hand-to-mouth existence, depending on the favor of the legislature. There was, of course, the original land grant from the United States government; but in our case, as in too many others, the lands were sold years ago for a song, and that fund brings in a mere pittance. There is a small permanent income from the state; but for most of the current expenses and all of the buildings and equipments the university must depend on the special appropriations made by the legislature. Unfortunately, its enemies are many and powerful. Where the folly of the founders of the university and the state agricultural college has made of them two institutions instead of one, the university finds an enemy in the agricultural college. Every religious denomination which has its own colleges in the state (and they are legion) is also more or less an enemy, and, while asking nothing for itself, has its party in the legislature ready to oppose the university. All the state institutions—insane hospitals, reform schools, penitentiaries—are also in chronic need of money, which, as a rule, they spend more extravagantly than does the university. Each one is fighting for itself and opposing outlay in any other direction, and each has a contingent of the legislature pledged to support its interests. The president is compelled, willy nilly, to be chief lobbyist, and spends day after day and week after week arguing his case, now before a committee, now with individual members; showing facts and figures, statistics of other state universities, estimates of the requirements of his own; answering questions, refuting calumnies, exhausting every argument; then hurrying back to his office and doing double work to make up for lost time, back again to the capital and so on thru the winter.

The truth is that the legislature is much more interested in the penitentiaries and the reform schools than in the university, and more interested in a reputation for economy than in anything else. The good day of suitable buildings and equipments, of adequate salaries, of departments properly manned, of a more extended influence, is once more put off. The president comes back to his accumulation of work feeling the sickness of hope deferred, and once more goes thru the wearisome task of saying to ambitious young instructors that no promotion with increase of salary can be looked for, and to overworked professors that they cannot have the assistants whom they need, or the apparatus which they can hardly do without, or the accommodations which seem absolutely essential; that, in short, for yet another two years sixpence must do the work of a shilling.

Yet they join hands with a good will and go on with their work with undiminished energy. For they are still hopeful. Each legislature, they assure me, is more intelligent than the last; each appropriation, tho sadly inadequate, is a little larger. The university is raising its own standards and the standards of the secondary schools. The state university is alive and it has a future.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 19, 1902.

Dr. Draper's Injury.

Pres. Andrew S. Draper, of the University of Illinois, will ever be remembered for the grand work he did as state superintendent of education in New York for the elevation of the teacher's office to something like a specific vocation demanding particular qualifications. The institution of gradation and minimum standards for teachers' licenses has been an important step in the direction of professional development. By establishing a basis for progressive initiation in the legal benefits accruing to the holder of a teacher's life diploma, the state of New York, under the leadership of Dr. Draper, has set an example which has been productive of much good thruout the country.

We have been reminded of the debt we owe Andrew S. Draper by the serious accident last week which necessitated the amputation of his right leg in order to save his life. While out driving with Mrs. Draper the horses became frightened and he was thrown violently against a heavy post, breaking his left leg just above the knee and seriously bruising the right. Mrs. Draper, tho injured, escaped serious hurt. All that could possibly be done for Dr. Draper's comfort was done. The attending physicians say that his condition continues favorable and the hope is expressed that he will soon be well. His friends thruout the country will be thankful that his life has been spared, and his recovery assured.

Tribute of Dr. White.

THE SCHOOL JOURNAL takes pleasure in adding to the tributes to the memory of Colonel Parker one that will be especially prized as coming from a leader whose judgment is always regarded as most cautious and thoroly weighed in all its bearings, Dr. Emerson E. White. He writes:

Colonel Parker's death came to me as a great shock, and I have been too deeply moved to permit a public expression of my sense of loss. I knew Colonel Parker for more than twenty-five years, and followed with interest and appreciation his heroic efforts to reform school education, and especially primary education. In all his talks and writing he saw a little child, and for the little one he planned and toiled. He was eminently the apostle and prophet of child training.

During all these years we have been personal friends, and, while we have not always seen eye to eye as to measures and methods, we have agreed in an earnest desire for vital reforms in school instruction. We have often met on the platform of the institute and the summer school; and few have appreciated more fully than myself his bold challenges of traditional methods and especially of traditional routine. His was a heroic soul.

I am glad that the publishers of THE SCHOOL JOURNAL are to issue a Memorial edition of his "Talks on Teaching," first published in 1883. I hope a hundred thousand copies may soon be sold. I read this book with great interest, and most of it with hearty approval.

While it is true that Colonel Parker outgrew, as he expressed it, some of the methods presented in these talks, they were a most valuable contribution to elementary instruction. They were an inspiring revelation to many American teachers who had not been previously touched by the spirit of Pestalozzi.

It is perhaps too early to form an intelligent judgment of Colonel Parker's abiding influence upon American education. His influence has been most marked in primary training and it is doubtless here that it will be most permanent and salutary.

EMERSON E. WHITE.
Columbus, O.

Becoming Dignity.

The public is not quite ready yet to acknowledge teaching as one of the learned professions, but it is at least in a favorable attitude, ready to be convinced. Legislative enactments and local regulations are tending in a helpful direction. Thousands of teachers are quietly but determinedly at work to master the principles and practice of education and keep abreast of the times by reading worthy professional journals.

But some obstructions are to be found upon which many hopeful efforts for the magnifying of the teacher's office have gone to pieces. One of them—and a giant it is—is the willingness, yes, more than willingness, to obtain things without paying for them. It is one of the daily groans of text-book publishers that the greater part of the harvest from the announcements of new books consists of begging letters and demands from teachers for "sample copies." Certain dealers have availed themselves of this condition of things to buy of teachers the "samples" thus obtained below the market rate. In one case that has come to our attention the school board was supplied with copies of a book which an enterprising book broker had purchased, at one half the publisher's price, from teachers who had paid nothing for them. Does not one such example undo any day what has cost years to build up in the way of adequate respect for the teacher's office?

So deep seated has this begging for free samples become that some teachers—and ministers too—are using their usually freely obtained periodicals for discovering new things to ask for. When THE SCHOOL JOURNAL announced that an edition of Parker's "Talks on Teaching" would be issued at about half the regular price, and that ten cents from every copy sold was to go to a special fund, quite a number of people found it in their heart to write something like this: "I am glad you are getting out a special edition of 'Talks on Teaching,' to honor the memory of Colonel Parker. Please send me a sample copy and I will see what I can do to induce others to secure the book for themselves." If it were not such a sad comment on some teachers' lack of worthy dignity, experiences like these would contribute to the sum of merriment in the world.

Here is a practical question for the N. E. A. to tackle when the next declaration of principles is issued.

Sound Educational Views.

Dr. Henry Van Dyke was the guest of honor at the annual dinner of the Hoi Scholastikoi. He paid a graceful tribute of thanks for the honor he felt in being the guest of the schoolmasters, whose ranks he had recently joined, and then made an inspiring address on the ideal function of the educator. He said in part:

"It is an honor to be the guest of the hardest-worked and the most interesting, the worst-paid, and the best-rewarded of the secular professions. Why teaching should be called a secular profession I don't know. If any task is sacred, it is that of setting young minds on the road to truth. Sir Humphry Davy was asked to name his greatest discovery. He replied, 'Michael Faraday'!"

"A boy can have no better fortune in the world than good teachers. I can testify to my own luck in this respect, tho I have not made the best of it. First, there was my dear and honored father, my best teacher in manhood and faith. Then there was a company of faithful educators at the Brooklyn Polytechnic. Then came the Princeton professors and 'that grand old man,' Dr. James McCosh. He taught me that philosophy is common sense, sifted, clarified, and raised to the ninth power.

"After these men had done what they could for me, I had an outline of some of the many things that I need to learn, and was ready to go to school to all sorts and conditions of men—scholars at the University of Berlin, hunters and woodsmen in the Adirondacks, and various

other teachers, licensed and unlicensed, male and female, barbarians, Scythians, bond and free. My education is still going on.

"As a green hand at the art of teaching I have much ignorance and strong convictions. These are said to be good qualifications for an after-dinner speech. Let me tell you some of the notions which I should like to put to the proof. Education begins with the memory, continues thru the judgment, and culminates in the will. Therefore it must reach its highest stage in an atmosphere of liberty. To teach a boy to be good is a fine thing; to fit him to choose to be good is a finer. A few subjects well taught will do more than many subjects skimmed. Training comes by discipline, not by cramming. Our schools have too many 'branches' and too little education.

"The three arts by which education does its best work are very simple: the art of seeing, the art of reading, the art of thinking. The boy who learns to see is awakened; the boy who learns to read is enriched; the boy who learns to think is emancipated. He can live his own life at first hand.

"The third best thing that a teacher can give a boy is knowledge. The second best thing is a desire for more knowledge. The very best thing is the resolve to use that knowledge for the highest good of mankind."

Promotion Without Examination.

In his latest official report Supt. Edward Brooks, of Philadelphia, gives these valuable suggestions concerning the troublesome question of promotion without examination:

It is gratifying to report that the experiment of promoting pupils on the recommendation of principals was a pronounced success. Principals generally exercised good judgment in their recommendations, wisely discriminating between their stronger and weaker teachers in making out their lists.

The new method is founded on correct principles, and marks another advance in the management of our elementary schools. So strong is my conviction in favor of this plan that I take occasion to repeat here the arguments I have advanced in favor of promotions without examinations in my report of 1893-94. Speaking then of the abolition of the semi-annual examination for promotion, I say:

"The reasons for this change are many and cogent, and cannot be too often repeated or too strongly urged. It is believed that the judgment of the teacher and the principal is far more reliable in determining a pupil's fitness to be advanced to a higher grade than the results of a few hours spent by the pupils upon a set of questions prepared by the superintendent and his assistants. Besides, promotion without examination is an actual advantage to both teachers and pupils. Teachers will work with greater freedom and achieve far better results when they can follow their own judgment in respect to the development of their pupils than when they feel obliged to shape their instruction to meet the requirements of an examination which, in the nature of things, must be more or less narrow and technical. In addition to this, the responsibility placed upon teachers in determining the fitness of their pupils for promotion will be an incentive for them to do their most skillful and conscientious work. They will naturally watch more carefully the daily growth and development of their pupils, and thus be better able to adapt the instruction to their special needs and abilities. The incentive with the pupils will be far stronger without than with an examination, since their promotion will depend upon their daily attention and progress, rather than upon the result of a far-off examination day."

The Public High School.

Concerning the historical development of the public school in America Dr. Brooks writes this:

Few persons realize the change that is going on in the United States in the sentiment of the public toward the establishment by the state of free institutions for the higher education of youth. There was a time not many years ago in which leading public-minded citizens who were in favor of free elementary education were opposed to higher educa-

tion. The idea of a public high school for the education of the masses had to fight its way into public recognition and approval. As Dr. Shimmell said in an able paper before the Pennsylvania State Educational Association: "The Boston Latin school of 1635, the New Amsterdam Latin school of 1659, the William Penn Charter school of 1698, the King William's school of 1696, at Annapolis, were not the progenitors of the modern high schools. The typical high school of today was constituted in the early part of the 19th century, when education by the state became a part of the program of democracy.

The first public high school in this sense was the English high school of Boston, established in 1821, for the purpose of "furnishing young men of Boston, who are not intended for a collegiate course of study, and who have enjoyed the usual advantages of the other public schools, with the means of completing a good English education." The next city to establish a public high school, the Central high school for boys, as part of the system of public education, was Philadelphia (1836); the act of assembly reading "for the full education of such pupils of the public schools of the first district as may possess the requisite qualifications." It was at the time of its inception regarded as a free college, not a preparatory school, and thus was empowered to grant collegiate degrees the same as a college. Following these examples, high schools have been established in other cities, and in towns and villages all over the country, the primary object being to afford the opportunity of a higher education to the boys and girls who had completed the course in the elementary schools.

From the original intent of affording a complete education, the public high schools have, to a certain extent, grown into preparatory schools for higher institutions. They now, in addition to their primary function, bear the same relations to colleges and universities as the so-called "secondary school."

Five Dollars a Day.

The plasterers in this city have struck, demanding five dollars per day. What teachers get that amount? Most teachers who get two dollars per day have to study for two, three, and even four years to prepare themselves. A plasterer who was interviewed says: "I learned to plaster in three months; it is no great trick nor is it hard work. I can show a young man with strong arms so he can put on the first coat in fifteen minutes; if he is strong and quick he can do good work in three months." Here are a few interesting facts for normal schools to point out to the young men who are thinking of becoming teachers.

Jewish Prize Winners.

One of the marked features at the commencements of the city and normal colleges is the regular appearance of Jews as prize winners. Dr. Friedman calls them "A people without a country, yet still united thruout the earth by the same bond which made Israel a nation in the dawn of history. It is his abiding faith in his own destiny, based on his unshaken belief in the selection of the Jew to present and hold the idea of God before the world that makes and keeps him a separate people." Certain it is that teachers usually find Jewish children to be of a superior mental caliber, and ambitious for intellectual progress.

April—A Sonnet.

By MELVIN HIX.

April! thou month of variable mood,
What changes bring'st thou over hill and wold;
Thy temper one hour mild, another rude,
What quick surprises doth thy bosom hold!
Thy natal robe is oft with frost so white,
Thou seem'st with winter's bitterness imbued.
The birds thy brighter hours hail with delight,
For then thou seem'st sweet summer to prelude.
Thy youthful days are oft so harsh and cold;
Thy cloud-dimmed eyes oft weep such chilling tears;
That buds their baby leaves dare not unfold;
Then suddenly thy kinder mood appears.
Thy father March bequeathed thy harsher hours;
Thy daughter May bedecks thy grave with flowers.

Editorial Letter.

St. Augustine.

The difference in winter climate between the Northern and Southern parts of our country is well illustrated by journeying from New York to this place. The streets were laden with snow and slush, and sharp, cold winds were blowing when I stepped on the cars in Newark; in Washington the remnants of the snowstorm were scarcely to be seen; none in Virginia; in fact, it will not be visible to me again until the autumn months.

Jacksonville I found emerging from the disastrous fire that surprised it last summer. Superintendent Glenn was examining plans for a new \$40,000 school building; the one probably to be chosen struck me as exceedingly commodious. The city is fortunate in having a man of such sterling worth as George P. Glenn at the head of its school interests. The plan here has been tried of bringing children to the schools in wagons and it has operated admirably.

Superintendent Glenn possesses that rare professional skill that enables him to tell by a short examination of a class of pupils just the grade of ability and work it may claim. For example, a class was tested supposedly of the seventh grade. After a brief examination, he said, "The pupils manifest fifth grade scholarship and power." There are not many superintendents that are able to do this, either North or South. Superintendent Buchholz, of Tampa, is another I recall who had such a mastery of the grades in the public school.

The fire nearly obliterated Jacksonville, but the city is being rapidly rebuilt and on a scale of considerable magnificence. The city shows many signs of increasing prosperity; the rest of the state draws its supplies thence and this causes traffic of all kinds to abound.

The east coast of Florida has become famous thru the efforts of Mr. H. M. Flagler, one of the Standard Oil magnates. He built here two splendid hotels a dozen years ago, and then built a railroad down the east coast of the state, placing hotels at Ormond, Palm Beach, and Miami; also in Havana, Nassau, and Key West; the one at Palm Beach is said to be the largest in the world, being about one thousand feet long. These improvements bring in a great number of visitors every winter, and cause an inflow of money and an impulse to business.

The southeastern section of the state raises pine-apples of a delicious kind, many weighing eight to ten pounds. The southwestern section raises a good many oranges, strawberries, celery, etc. West of St. Augustine there are many fields of potatoes in bloom; while passing thru this place in the cars the farmers were plowing between the rows; about May 15 there will be an army of diggers and the product will be shipped North. This will be one of the most profitable crops in the state.

The climate is what attracts the winter visitors. A small part are so pleased that they purchase property and remain; these will be those broken in health in various ways. Florida is, in fact, a vast sanitarium; its mild climate lengthens life remarkably; it is a cure for nervous exhaustion in its various forms. The great difficulty in the way is to find paying occupations. The labor is done mainly by negroes. Only those who can bring capital and employ these make a living. The soil is so generally sandy and poor that it is hard to raise the crops that the other states will produce without fertilizers. After the potato crop is harvested (and this will be a small one, for the area that will produce them is limited) Florida will export nothing of any account until next January, when it will begin to ship early vegetables.

I find teachers here who have come hoping to get employment while recuperating. The wages paid are small and the school term short. It has seemed to me for many years that the teachers should have several "rests" in this state where members of the profession

could come and stay for several months for recuperation; the cost of land, buildings, and board would be moderate. Why will not some who can afford it unite and start one building? I can advise as to the location.

Near St. Augustine there is to be started an institution like that at Tuskegee, Ala. It will be managed by Rev. G. M. Elliot, a man of unusual mental power. He is raising \$10,000 to start it—to buy land and put up buildings. It is to be an industrial institution and train in all sorts of labor. There is here a fund of \$50,000 (begun in 1871 by Mr. Bronson) the income of which will be devoted to the support of such an institution. The movement to aid educational institutions at the South must not neglect such enterprises as this is.

I shall soon return to the North, leaving this land where June is already in sway; the oak trees are full of new green leaves in front of my window, and there the mocking bird sits and trills his miraculous notes in the early morning; the roses have been in bloom for a month; the great banana leaves are waving in the wind; the pure white cherokee roses twine over the fences in great masses; the gardens are full of all kinds of fresh vegetables; the river yields fish in abundance—our party caught a sixty-two pound drum fish one day; the air is laden with the fragrance of the myrtle.

This old town is slowly improving, putting shells in the roads where a few years ago there was deep sand, and paving a few of its thoroughfares with bricks. It has many attractions: the old part, with historical associations; the sea wall; the island across the bay; the lighthouse; the quaint architecture; the splendid hotels, and above all, the climate, which is much like Coney Island in June. People are here from all parts of the country; the trains reach Jacksonville in from twenty-four to thirty hours from Chicago or New York. The Southern railroad runs trains that astonish the foreigner; the "Southern Palm" carries sleepers, dining, and observation cars all fitted in palatial style at the same rate that we used to pay on inferior trains a few years ago. I cannot speak too highly of the enterprise of this railway.

A. M. KELLOGG.

Value of Meat as Food.

Domestic economy, which tells how best to provide nourishing, palatable, and reasonably cheap food to those in modest circumstances, has been studied in schools and homes for years and yet Americans follow largely the dictates of their own appetites, sometimes to the detriment of their incomes, and often to that of their stomachs.

Now that meat is so costly, the question arises, Would not the race enjoy better health by eating more fruit, vegetables, and cereals and less meat?

Dr. Elmer Lee, who lectures on hygiene at the Judson Memorial church, says that habit is the controlling factor in the food problem. Americans have been brought up with the notion that they cannot be strong unless they eat much animal food. Flesh food is a wasteful article of diet because of its cost, and because it contains from one-tenth to one-sixth in weight of salts that have no nutritive qualities. Much meat-eating favors disease. Meat is, moreover, frequently tainted. Rice, wheat, oats, and hominy are good substitutes for flesh, and are far more sustaining.

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The Busy World.

National Tariff Systems.

Three distinct tariff systems are now used in the principal commercial countries of the world—the general tariff system, the general and conventional system, and the maximum and minimum system. A statement of the above is given in concise form in a monogram entitled "Modern Tariff System," issued by the treasury bureau of statistics.

The system of a general tariff consists in having a single schedule of import duties applied to the goods of all countries without distinction. It takes account only of the needs of the home country, and recognizes foreign commercial relations only so far as they are in harmony with home interests.

A distinction between goods coming from different countries is made in the system of general and conventional tariffs. Nations making use of a general tariff are often compelled to change this tariff when they later make commercial treaties. Some way of regulating commercial relations must be found. Generally one nation declares itself ready to grant some concession or reduction in its tariff if a corresponding concession is offered in return. If an agreement is reached, a treaty is made. This usually introduces new tariff rates, and the usual course is for the state to maintain two columns in its tariff schedule. The first is for those countries enjoying the most-favored-nation treatment, which is called the treaty or conventional tariff, and the second containing the original rates, for those countries not receiving this treatment, which is termed the general tariff. The general schedule may be changed at any time, but the conventional schedule can be changed only by the consent of both parties. The general tariff is regarded mainly in the light of a preliminary sketch of the real tariff. The rates are, therefore, frequently made rather high, so they can readily be reduced and concessions demanded in return. The main consideration in framing a tariff is the need of the home producers. Germany is the most prominent country using the general and conventional system. The conventional tariff of that country includes all European countries except Portugal. Austria also uses this system.

In the maximum and minimum tariff system, instead of having two rates for a few articles there are two rates on most articles on which duties are imposed, and the system is often called the double tariff system. The maximum schedule corresponds to the general schedule and the minimum to the conventional schedule of the system described above, since the minimum rates are given only to those countries which receive the most-favored-nation treatment. The characteristic difference between the two systems arises from the difference in their origin. The minimum schedule is framed at the same time the maximum schedule is made by the legislature, and is not drawn up by the representatives of two countries. The higher rate fixes the maximum extent to which articles may be taxed on entering the country; the lower fixes the minimum extent to which the duty may be lowered. This tariff system is used by Spain, France, Russia, Brazil, Greece, and Norway.

The Eight o'Clock Club.

The eight o'clock club for boys and girls was organized January 1, 1888, by D. B. Waggener, editor of the boys' and girls' department of *The Philadelphia Times*. It was the first club of its kind, and has been phenomenally successful in stimulating the ambition of young people, and giving them sound instruction, coupled with amusement.

Mr. Waggener left the *Times* November 20, 1901, and took charge of a boys' and girls' department in *The Sunday North American*, of Philadelphia, transferring the club to that paper. The members all followed him and

the club is doing good work there. All the other juvenile departments and clubs are imitators of the Eight o'Clock, tho none of them have its peculiar features.

The club is composed of young people who read the boys and girls' department of the *North American* and of those young people only. There are more than 55,000 members, some of whom live in Europe. There are no fees of any kind.

The name originated from the idea that eight o'clock in the evening is the most suitable hour for such work and amusement as the club provides.

The badge of membership is a crimson satin button with the club monogram of gold in the center. Gold and crimson are the colors of the club.

There are, besides the badge, a club ribbon, flower, motto, handkerchief, song, ring, and club pet, all the outgrowth of efforts by the young people who form the club and the editor of their department.

Subordinate clubs have been formed by boys and girls in many neighborhoods.

Problems and club questions are propounded each week in the club department of the paper, and all members are supposed to solve as many of these as possible and send their answers to the editor. Furthermore, members of the club are expected to supply problems, questions, and other material for the department.

Every year a reunion of the club is held in January in the Academy of Music, Philadelphia, at which an entertainment is provided. Prizes which have been earned by club members are also distributed at this time.



Sectional School Books.

The proposal to establish a Southern publishing-house has called forth a letter from Governor Candler, inviting all the Southern governors to join in the movement, in which he says: "As a result of the thought and investigation I have given the subject, I have concluded that every dictate of local pride, patriotism, and business interest demands that such an enterprise be inaugurated. To put in the hands of 5,000,000 school children of the South books free from the taint of sectionalism, and in which the history of our section is taught as it is, and not as others would have it, is surely a patriotic duty, while as a business proposition it can not be doubted that a great organization of capital in the hands of prudent, honest business men, for the purpose of manufacturing the \$4,000,000 or \$5,000,000 worth of books annually bought by the Southern people, would be an investment promising as profitable results as any other that now presents itself to capitalists of the South and elsewhere."

The *Macon Telegraph* takes issue with the governor. It says that "there is no more reason why the \$4,000,000 or \$5,000,000 worth of general literature annually bought by Southern people should be published here than that the equal or greater amount annually bought by Western people should be manufactured in the West. In time there may be great and flourishing publishing houses in Southern and Western cities; but they will be the result of gradual growth. They can not be forced, for unless they are able to compete with what is done elsewhere they will fail." The *Courier-Journal* declares that a project to conduct a publishing house to profit by and stimulate sectionalism would deserve to fail. "If the South makes books on a large scale, it must do it as it makes cotton cloth or sugar—for the benefit of everybody that wants them—and must adapt its products to the wants of the market as other branches of business are obliged to do. There is no such thing as an exclusively Northern publishing house, and there is no legitimate field for an exclusively Southern publishing house."

If you are scrofulous, dyspeptic, rheumatic, troubled with kidney complaint, general debility, lacking strength, take Hood's Sarsaparilla.

The Educational Outlook.

Commercial Education.

Practically all the educational factors which are being called into play to meet the insistent popular demand for more and better training for business purposes seem to have been represented at the fifth annual convention of the Eastern Commercial Association at Philadelphia, March 27-29.

The association which was organized in 1897 at Hartford, Ct., includes some 300 members drawn from the district east of the Alleghenies and north of the Carolinas, altho there are no limits to its membership in this respect. The convention comprised a fine body of intelligent, alert, prosperous looking men with a sprinkling of women, perhaps 200 in all. The assembly was welcomed by ex-Governor Pattison, of Pennsylvania, in a genial address devoted chiefly to lauding the historic, commercial, and industrial advantages of Philadelphia. His declaration "Blot out every other place and preserve Philadelphia intact, and the history of America could be written in every detail," was accepted by the Bostonians present as a bit of pardonable facetiousness on the part of a most hospitable host. Certainly a convention of teachers was never more felicitously entertained. The varied distractions did not divert from the serious business of the gathering bent on the promotion of commercial education.

The program included a great variety of pertinent topics from "How to Teach Shorthand," to "What Business Education Means to the Universities," and the subjects were handled by such capable men as C. W. Haskins, dean of New York university, School of Commerce, Accounts and Finance, New York; W. J. Amos, of the Pierce school, Philadelphia.; Dr. Chas. S. Dolley, professor of science and geography, Central high school, Philadelphia; Theodore Search, president National Association of Manufacturers, Philadelphia; Charles DeGarmo, professor of the science and art of education, Cornell university, and Allan Davis, principal of the business high school, Washington. The sessions were under the direction of E. E. Gaylord, director commercial department of the high school at Beverly, Mass., ex-president of the association.

Altho methods were given a large place it was noticeable that there was a great tendency to generalize on the themes, as well as to digress far afield. But there were some strong and memorable utterances deserving of wide circulation. The president of the great Baldwin Locomotive works, Mr. John Converse, a well known and honored "captain of industry," who presided at the evening session drew irrepressible applause when he said: "Education is a question of resistance more than anything else. One may acquire mental strength by struggling with shorthand, arithmetic, and commercial geography as in conquering literature and the classics."

Principal Davis who showed insight, grasp, and common sense in his remarks, paid a tribute to the private business colleges which he said have taught the teacher to get in close touch with the business man. The business college has brought closer the one who teaches and the one who practices. "Public school men hope to retain and to carry this idea down the line and across to the lines of higher education," he declared. Special education is not special education in his opinion; for the best training in the sense of that which is adapted to the greatest number could not be termed a speciality.

Mr. A. J. Luman, vice president of Pierce school, Philadelphia, in his address on "What Business Education Means to the Private School," incidentally reviewed the whole field of commercial education and its relation to American history, in choice philosophical language of which any academic might have been proud.

Professor DeGarmo wisely did not attempt to prophesy as regards the universities, but instead took up the relation of business education to the whole educational

scheme. Educating for business is not in his view "the sacrifice of a man to the exigencies of commercial success," but a deliberate choice of values. He referred appropriately to the proud boast of engineers that they will soon be the best educated professional body in existence. He humorously classified the degenerates which too much culture of a wrong kind is likely to form, as 1st, the intellectual aristocrats; 2d, the dudes, whose culture has eclipsed their brains; 3d, the academic paralytics, whose heads crammed with ideas have paralyzed their executive powers, and who all too frequently become teachers and thus tend to propagate their kind, and 4th, the digestive paralytics, whose systems must be nourished with tablets and milk, and who are like large engines with small boilers, becoming negative critics and sometimes mugwumps. But fortunately, he concluded, our country has few of these degenerates.

"We need teachers who will exert a wholesome uplifting influence on the lives of students and touch heart as well as mind; for the greatest business of school-keeping is character-building," said President Gaylord.

Ideas as to the essentials of successful teaching seemed to be sound. Mr. R. S. Collins, of Philadelphia, thought it depended as much on teacher as on methods. The teacher must first know his subject, then know his pupil, and lastly convince his pupil that he knows. Mr. Eldridge, of Temple college, said that successful teaching thru suggestion is first to arouse enthusiasm and then inspire faith. That the whole process of education is successfully accomplished by teaching the pupil "to see, think, act, and criticize" was the opinion of Principal Davis.

Among the local interesting places visited by the association which included Cramps' shipyards, Baldwin Locomotive works, and the great educational institutions, the Philadelphia Commercial Museum probably afforded the most inspiration to the commercial teachers, who here saw what has been done in the broadest way to extend the commercial activity of the United States to all parts of the world on purely educational and business principles. There were no more interesting addresses than these of Theodore Search, its founder; Dr. Wm. P. Wilson, its director, and the suggestive paper of Dr. Dolley, delivered in the Teachers' Room of the Museum on "How to Teach the Natural History of Raw Materials."

Chas. Miller, of the Miller Commercial school, New York, was elected president, and the association will hold its next meeting in Brooklyn, in 1903.

JANE A. STEWART.

Professor Burgerstein, who is the foremost European authority on school hygiene, is preparing a new enlarged and revised edition of Burgerstein and Netslitzky's *Handbuch der Schulhygiene*. In order to make the new volume as complete and reliable as possible the author has secured the co-operation of a great number of leading investigators in all parts of the world, and the book will therefore contain a vast amount of new and original material. Burgerstein's studies on fatigue, on the hygiene of the teacher, etc., are too well known to require further introduction. The forthcoming book will be an indispensable addition to every teacher's library.

Several weeks ago THE SCHOOL JOURNAL published a note to the effect that the University of the South was being terrorized by mountaineers, because the institution had established its own laundry, thereby depriving the aforesaid mountaineers of work. Word has come from the South that the whole statement is a canard. Readers will be glad to know that the Southern mountaineer is not so enthusiastic a laundryman as the note given in these columns made it appear.

Notes on European Schools.

By JOHN T. PRINCE, Agent of the Mass. Board of Education.
(From the sixty-fifth report of the state board of education—slightly abridged.)

Thru the courtesy of the Massachusetts state board of education I was enabled, last year, during the months of June and July to visit some European schools. The alternative presented itself of visiting a few schools in several countries, or of visiting many schools in one country. As the schools of most European countries were known to be patterned somewhat after those of Germany, and as I had made a careful study of the schools of that country twelve years ago, I thought it best to gain as extensive and varied impressions as possible of educational conditions and results; and for that purpose I visited some of the best schools in Italy, Switzerland, Germany, France, and England.

In this brief report of educational conditions and practices abroad I shall not attempt to describe what I saw in the schools, or to give in detail the methods of organization in the various countries, but rather to give a few impressions gained in my visits, especially in respect to some possible lessons which may be learned by us.

An American visiting the schools of European countries must be repeatedly reminded of certain important differences which exist between American and European schools, in respect both to their organization and methods. He may even come to think, what I believe to be true, that the American schools are indigenous, and so vitally different from the schools of other countries that, in some features at least, they cannot and ought not to be made to resemble those schools. By this statement I do not mean that we have not gained much in the past from the example of foreign schools, nor that we cannot still derive many lessons from them; but rather that in some forms of practice our schools are distinctly American, and must be shaped by American ideals rather than by ideals or practices found elsewhere.

All growth must be from within, and nothing should be imposed from without that does not accord with the ends of social and political life for which education in America prepares. So far as the means tend to produce those ends, or any ends which may be called universal, such as health or honesty, they may be justifiably employed wherever they are found. With such considerations in mind we may make some comparisons of methods employed here and abroad.

The Relation of the Masses to Secondary Education.

The most obvious difference between our schools and schools abroad is in the relation of higher education to the masses. The central idea of our school system is commonness—the idea of giving to every boy and girl a fair chance in education. Our system does not assume, as do most foreign systems, that there is a class of children born to one or another kind of work or station; but offers to all, without the payment of tuition, a continuous course from the beginning of the primary school to the college or the university. In this respect nearly all European systems of education differ from our own. The people's schools of Germany, which are intended primarily for the lower and middle classes, have no connection with those high schools which prepare pupils for the university. As a consequence, the pupils of the people's schools, with rare exceptions, are forced to end their education with the elementary course or with the course of the continuation schools which are held evenings and Sundays.

The connection between the elementary and the secondary schools in Italy is theoretically closer than in Germany, but practically the separation is greater; for, altho pupils of the three inferior classes (years) of the primary school are entitled to pass on to the two superior classes and then to the high school, as a matter of fact more than two-thirds of the communes have no superior classes whatever, and, as a consequence, ninety per cent. of the children never pass beyond the three years' course of the primary school.

In France, while graduates from the lower primary schools (*écoles primaires élémentaires*) may enter the high schools (*lycées collèges*) comparatively few do so,* partly, no doubt, on account of the fees charged, and partly because of the difference in organization and purpose of the two classes of schools.†

What is true of France is in a measure true of Switzerland, apparently the same reasons being operative in keeping down the numbers in the secondary schools. Of 1,872 graduates of the primary schools year before last in Zurich only 482 entered the secondary school. This, it must be remembered, was in a city in which the conditions of advancement are supposed to be exceptionally good.

The board schools of England and the schools which prepare students for the university are quite unlike in spirit and in purpose, and there is organically no connection between them. The former are free, and are attended by the masses; the latter (so-called public and grammar schools) require fees, and are attended only by the aristocratic class or the well-to-do people of the middle class.

Thus it will be seen that our public school system is practically the only one in which the course is free and continuous from the primary school to the college or the university. It is the only system which recognizes the equal rights of all the people, and gives to all classes alike the opportunity to obtain a good secondary education. Americans are not all agreed in the wisdom of this policy of our public schools. There are those who say that we are educating children out of their sphere, and are thereby making them discontented with the vocation which they must follow. Such persons cite the example of foreign systems of education as one to be followed rather than one to be avoided. It ought not to require much argument to show which system is more in accord with the spirit of our institutions.

That the people in other lands are not unmindful of the privileges which we alone enjoy, is shown by the efforts which have been made in all the above-mentioned countries in extending the elementary courses and in making the extended courses free. Thus in England there have been organized higher grade elementary schools, which have a course four or five years longer than that of the lower schools, and give instruction in physics, chemistry, geometry, algebra, and French, in addition to the subjects pursued in the lower schools. In addition to these schools there are classes formed supplementary to the ordinary board school course, in which instruction is given for two or three years in advanced subjects, principally science.

What is sought to supplement the work of the primary schools in England has been done in Germany by the establishment of *real* schools and higher burgher schools, in which neither Latin nor Greek is taught. In France, graduates of the lower primary schools may enter what is called the higher primary schools (*écoles primaires supérieures*), resembling in some respects the higher elementary schools of England and the *real* schools of Germany. In these schools, which have a course of four years, the subjects taught are physics, chemistry, mathematics, French literature, composition, drawing, bookkeeping, one modern language, and in many of them manual training. In places not large enough to support a higher primary school there is a department attached to the lower primary school called a "*cours complémentaire*," in which higher grade subjects are taught for one or two years.

(To be continued.)

* The lower primary school course covers a period of six years for children from seven to thirteen years of age. There are two kinds of high schools: the *lycée*, which is founded and maintained by the state, aided by the department and commune; and the *collège*, which is founded and maintained by the commune, aided by the state. Both charge fees, and both practically cover the same course. There were less than 100,000 students in these high schools in 1897-98.

† "It is in the *lycée*," says M. Breal, "that the *élite* of our youth, magistrates, administrators, officers, diplomats, authors, receive all the general instruction that they carry into life." (Report of the Commissioner of Education, 1895-96, p. 619.)

In and Around New York City.

The New York Educational council will meet in Law Room No. 2, New York university, Washington square, on Saturday, April 19. The subject of the meeting is "Are the Schools Meeting the Demands of the Times?" Prof. Byron Mathews, of the Newark high school, will treat the question from a sociological point of view. Leslie J. Tompkins, LL.M., registrar of New York university, will treat of "A Gap in Education." A general discussion will follow.

The Male Teachers' Association will hold a supper at the Broadway Central hotel on April 19. Among the guests will be Professor Gratacap, curator of the Natural History museum, who will speak on "The Solace of Education; Associate Supt. A. P. Marble; Colonel Coulten, a member of the Bronx school board; Alderman McInnes, of Brooklyn, and Senator Slater.

City Supt. W. H. Maxwell has recommended that sixty two new buildings be constructed for the schools of Greater New York. He also asks for a technical high school for Manhattan. These recommendations are in addition to the twenty-four new buildings asked for in February.

The superintendents have voted against requiring pupils of the last year, of the grammar schools to submit to a final examination in all subjects for entrance to the high schools.

The board of superintendents has decided to adopt the eight year course of study for the schools of the entire city. An additional year will thus be added to the course in Manhattan, Bronx, and the pupil will take sixteen grades hereafter.

President Burlingham has been petitioned to allow the use of Public School 33, at 418 West Twenty eighth street, for a series of six free Sunday evening musical concerts for the people. He favors the project.

The board of education has accepted the offer of the Public School Art society to present a framed copy of the Constitution of the United States to every public school in the city.

Beginning July 1 five vacation schools and thirty playgrounds will be opened by the board of education. The appropriation for the purpose is \$15,000. Miss Nina L. Crawford has been appointed supervisor of vacation schools and Miss Elizabeth O'Neill supervisor of playgrounds.

More than \$16,000,000 is needed for the New York schools. Approximately the recommendations made at the special meeting of the board of education April 9 involve an outlay of \$2,224,750 for sites and \$8,899,000 for buildings. This will provide for 1032 class-rooms in Manhattan, ninety-six in the Bronx, 312 in Brooklyn, eighty-two in Queens, and forty in Richmond. This \$11,123,750 is in addition to the \$5,133,117.50 asked for in the report of March 5. Resolutions were adopted requesting the board of estimate to authorize in addition to the \$5,133,117.50 previously requested, an issue of bonds to the amount \$4,250,000, or as much more as the financial condition of the city will warrant, to be expended to supply the most pressing needs of the school system, also to authorize the issue of \$3,000,000 corporate stock that the board of education might proceed at once with the erection of buildings and the acquisition of sites named in the report of March 5. Several old buildings, which are practically unfit for occupancy, could then be abandoned.

The proposition of the controller for the reduction of ten per cent. of the salary list was discussed. William Lummis, chairman of the committee on buildings, said that the salary roll on January 1, 1902,

amounted to \$334,810, which included all officers, clerks, and employees except janitors in public schools. Since March 1 a saving of \$51,934, about 15 1-2 per cent., had been effected.

A list of eighty-eight names of those who received prizes or honorable mention in the Lincoln improvement contest has been announced. The Lincoln improvement prizes are the successors of the Earls prizes for improvement which were given for two years in the Boys' high school, Brooklyn, and which have now been extended to the entire borough. Thirty prizes of \$5 each and eighteen prizes of \$2.50 have been awarded, while forty-five pupils have received honorable mention. Of the forty-eight prize-winners, twenty-six have been members of the Boys' high school, fifteen of the manual training high school, three of the commercial high school, three of the Newtown high school, and one of the Girls' high school.

May 17 at 6.30 P. M. has been announced as the date and time of the complimentary dinner to ex-Supt. James Godwin. The dinner will be held in the Liederkranz club house, 117 East Fifty-eighth street.

It has been decided to make the high school department of City college conform with the first three years of the regular high schools. Those completing three years in a high school will in future be eligible to enter the freshman class of the college.

Dr. Samuel Ayers has resigned from the principalship of the New York evening high school at 114 West Forty-sixth street, as he will shortly be placed in charge of a day school. He has been presented with a silver loving cup, the gift of the school staff.

The question of graduation from the elementary schools and entrance into the high schools was discussed at the fortnightly conference of the city superintendents, examiners, and district superintendents, on April 4. A report was offered by the sub-committee on this subject, of which District Superintendent Elgas was chairman.

The report provided, upon a hypothesis that a uniform course of study would be adopted, that the estimate of the pupil's ability to pursue higher studies, based upon his oral and written work of the last year in the elementary schools, should be one of the factors in determining graduation, and consequently admission to high schools. The other factor under this system would be a final written test for the pupil. On this point three distinct opinions were offered for selection by the committee. They were: That no pupil be exempt from this written test; that there be a ratio of exemptions; and that all pupils be exempt except those as to whose fitness the teacher and principal are in doubt. This test should be uniform throughout the city. All pupils would be required to reach a definite standard, but the right of appeal to a district superintendent would be allowed the guardian. The district superintendent would have power to veto promotions, as his approval of lists would be necessary. No pupil once admitted to a high school under this system could be sent back to an elementary school. So much of the report as made the year's work one of the determinants was adopted as the sense of the meeting. The other phases of the question will be debated at the next meeting. "Visualization in Teaching" will be the subject of the next conference. Dr. E. D. Shimer will make the opening statement.

An historic old farmhouse, built in Warren, Mass., in 1740, will this summer shelter the children looked after by the Woman's Auxiliary to the Guild for Crippled Children of the New York poor. The farmhouse has twenty three rooms

and is surrounded by about one hundred acres of land. Cows and other live stock are kept, and there will be an abundant supply of fresh milk and every kind of farm produce. Each child will care for a little garden of his own. One hour a day will be devoted to study. It is expected that the party will comprise about forty children.

July 2-3.—New York State Teachers' Association at Saratoga Springs.

NEWARK, N. J.—At a recent meeting of the Newark Principals' Association, Dr. Frank H. McMurry, of Teachers college, spoke on "Comparative Results of a Suggestive and a Definite Course of Study." He thought the best way to arrange a suitable curriculum would be to study first the needs of the particular class to be taught, and then to allow the teacher to use her judgment in following a general course to be laid down by the heads of the school. Teachers and principals of large cities should confer each year, outline their topics, and refer the results to the superintendents. In time large cities could combine and in this manner a general course of study could be outlined which might become national.

Two Important Meetings.

CHICAGO, ILL.—A memorial meeting in honor of the life and services of Colonel Parker will be held in the Auditorium at two o'clock Saturday afternoon, April 19. All the schools in the county have contributed to the expenses of the meeting, and indications point to a largely attended and highly successful meeting. Superintendent Cooley, Bishop Spaulding, and Rabbi Hirsch will make the principal addresses. Short discourses will also be delivered by Principals Kate Kellogg, Homer Bevans, and Miss Haley.

BOSTON, MASS.—The ninth annual convention of the International Kindergarten union, which comprises over seventy kindergarten associations in all parts of this country and Canada, will be held at Boston, April 23-25. Among the speakers will be President Eliot, of Harvard; President Pritchett, of the Massachusetts Institute of Technology; Prof. Paul H. Hanus, Prof. Earl Barnes, and Supt. E. P. Seaver and T. M. Balliet. A number of well-known women leaders in kindergarten work will give addresses or conduct conferences. About 1,500 delegates and visitors are expected.

Minnesota Items.

MOOREHEAD, MINN.—The fourteenth annual meeting of the Northwestern Educational Association met here April 4-5. There was a large attendance, and the program was enthusiastically carried out. State Inspectors Aiton and Rankin were present and spoke. State Superintendent Olsen gave a paper on "Rural School Consolidation." Among the educators of that section we notice Supt. C. W. Mickens of Moorehead, Supt. Selleck, of Crookston, Superintendent Simpson, of Wadena, Superintendent Wilson, of Thief River Falls, and C. A. Ballard, E. T. Reed, Prof. Chambers, and others of the normalschool of Moorhead took part in the program.

Dr. Shoemaker, of St. Cloud public school, has been elected president of the normal school at St. Cloud. This is a nice promotion.

Superintendent Schmitz, of Albert Lea for fourteen years, has engaged to travel for Macmillan Company. The schools lose a first class man.

The contest for the \$250 cup offered by the Minneapolis Journal for the best debating team of the state has narrowed down to LeSeur and Glenwood. Which shall it be? Much interest has been aroused in this state by these contests. Minnesota wins from Michigan in the great debate and now holds the championship of the Northwest.

State Superintendent Olsen announces thirty five summer schools for Minnesota.

Educational New England.

BOSTON, MASS.—At the meeting of the school board on April 8, Miss E. E. Carlisle, of Wellesley college, nominated for supervisor at the previous meeting, was elected to the position.

PROVIDENCE, R. I.—On April 4, Supt. Walter H. Small, of Chelsea, Mass., was elected superintendent of schools in this city, to begin his service July 1. The salary was fixed at \$4,000. Mr. Small is a native of Provincetown, Mass., is forty-six years of age, and has been in Chelsea since 1897. After fitting for college in his native town he entered Dartmouth, and was graduated in 1878. The next year he became principal of the Medfield high school, and the year following, he took the high school at Hudson, remaining until 1893. A part of this time he was both principal and superintendent of schools. From 1893 to '97 he was superintendent of schools at Palmer. Mr. Small has been very successful in his work at Chelsea, and while the people of the city regret losing him, they all rejoice in the larger field and higher compensation open to him.

WILLIAMSTOWN, MASS.—On April 7th President Hopkins met the students of Williams college, for the first time, in the chapel, and delivered a short address outlining the policy of his administration. He also announced the gift to the college of a new chapel, to be built by Mrs. F. F. Thomson as a memorial to her husband, and to be the finest in the country.

FAIRFAX, VT.—Somewhat less than twenty-five years ago, twenty-five shares of the Chicago, Rock Island, and Pacific railway were given to this town, so crea-

ating a fund of \$25,000. The trustees of this fund were instructed to invest the dividends on this stock in the purchase of other shares in the same road, and so to continue until the fund should accumulate to the sum of \$250,000, when it should be used to establish the Bellows Free Academy. The money is now available and the academy will be established shortly. Thus the old New Hampton institution, which essentially went out of existence about 1870, and whose building was burned some ten years since, will practically arise from its ashes one of the strongest academies in the state.

SALEM, MASS.—This city appears to be a good place from which to call teachers, and very frequently we are called upon to note some resignation for a more lucrative position. This time it is Mr. Worthington Holman, teacher of English in the high school, who has accepted a call to Springfield, O. He is a very fine teacher.

Remarkable Anniversary.

The evening of April 7 was the occasion of a most interesting reunion of the alumni of the old Latin school. Dr. Edward Everett Hale, who has just celebrated his eightieth birthday, presided at the banquet and was received by all present with enthusiasm. A fine oil portrait of the late head master, Dr. Moses Merrill, was presented to the school; and Mr. Charles T. Capen, senior master, received the congratulations of the alumni upon completing fifty years of service as a teacher in the Latin school. No such joint celebration has ever before occurred in the history of the school, and probably not anywhere. Mr. Samuel W. Mendum made the

speech of introduction and referred to the changes which the school has witnessed during the current year thru the resignation of Dr. Merrill and the election of Mr. Arthur I. Fiske to the head membership. He referred to the long past of the school and the manner in which it has been inseparably interwoven with all the interests of the commonwealth. He introduced Dr. Hale as Boston's first citizen, an alumnus of Boston's first school.

Dr. Hale began his speech by a Latin sentence, which he then turned into French and finally into English, saying that he thereby gave speakers whom he should introduce the privilege of using either language as they might select. He spoke briefly of the fact that the alumni of the school have done much for the country in all the past, and gave as an instance in point that a larger number of the alumni were signers of the Declaration of Independence than of the alumni of any other institution. He mentioned a few of the noted alumni and particularly regretted their absence, emphasizing that of Secretary Long.

Dr. William Gallagher, formerly a master in the school under Dr. Merrill, now the principal of Thayer academy, Braintree, read a touching letter from the late head master regretting his inability to be present because he was confined to his room and almost to his bed, but congratulating Dr. Hale on the passing of his eightieth birthday, and Mr. Capen on his seventy-ninth.

Mr. Arthur I. Fiske, the new head master, outlined his conception of what the head master should be, and gave as the ideal of the school education in the broadest sense in distinction from any process of cramming. Boys must be healthy, muscular, have due respect for parents and

(Continued on page 458.)

A Worthy Memorial of a Strenuous Life

IN THE HEARTS

of half a million teachers whom he has inspired, guided, made strong.

IN THE LIVES

of millions of pupils whose minds he has helped to make free.

IN THE HOMES

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An Educational Hero

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It is purposed to start the library by an effort to select a limited 1,000 of the world's best books, now current—"best" not by any strict measures of scholarship, or literary flavor, but best by a combination of high qualities, and especially by adaptation to the needs and demands of homes and schools.

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EXPLANATIONS:—The figures in front indicate school grade adaptiveness: letters in front of prices, publisher or edition: prices are the wholesale rate at which they can be obtained, commonly 40 to 60 or more per cent off publishers' rates—a small further discount for very large orders.

- 8 9 Abbe Constantin. Halevy. b40c., 22c., h14c.
- 9 Abbot, The. Scott. b40c., h21c.
- 9 Adam Bede. Elliot. b40c., h21c.
- 2 3 Aesop's Fables. b40c., ch21c., h14c.
- 8 9 Across Patagonia. Lady Florence Dixie. c22c.
- 7 8 9 Age of Fable. Bulfinch. h21c., h14c.
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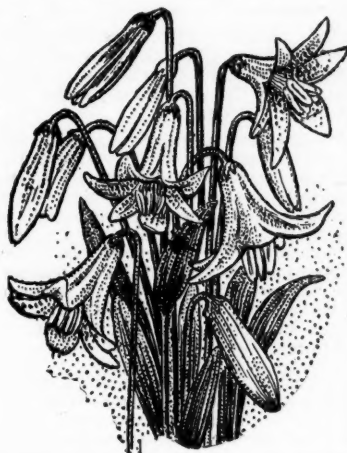
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(Continued from page 455.)

teachers, and must be treated courteously by the teachers.

Brief speeches were made by several others. Among them, Master Capen, Dr. Gallagher, who paid a feeling tribute to Dr. Cheever, the head of the school from 1671 to 1708; Rev. Paul Revere Frothingham, and the president of the school board, Mr. Grafton D. Cushing.

A Brave University.

COLUMBIA, MO.—A recent bulletin of the University of Missouri gives an interesting account of the history of that institution since it was established at Columbia in 1839. Last year the enrollment of students was 1,575. The standard of admission to all departments has been raised and a system of good secondary schools has been built. President Jesse says: "While the opportunities have been great, the obstacles have been formidable. Situated in a small town reached only by branch railroads, crippled at first by a preparatory department and the lack of secondary schools, burned in 1892, and hindered constantly by many things which impede progress, the university has had to compete in its own state with thirteen schools of medicine, three of law, one of engineering, and with many colleges. What has been achieved justifies hope. We seem to have reached ground from which in the next eleven years the university may make great progress."

Recent Deaths.

BOSTON, MASS.—Mrs. Elizabeth Whittier Pickard, who taught in schools at Richmond, Va., Camden, N. J., and Charleston, S. C., died here April 8. She was a niece of John Greenleaf Whittier and at an early age became a member of the poet's household at Amesbury. She married Samuel I. Pickard in 1876.

KALAMAZOO, MICH.—Kalamazoo college has lost a valuable and honored member of its faculty in the death of Prof. Seth Jones Axtell, which occurred Sunday, March 23. Professor Axtell had been connected with the college for some twelve years, and at the time of his death was head of the Greek department and steward of the college. He was graduated from Brown university in 1864, receiving his master's degree from the same institution in 1895. He was also graduated from Newton theological seminary. At different times he was engaged in the ministry, in literary work and was president of the University of Leland in Louisiana, and also of Central university at Pella, Iowa. The G. A. R. and students attended the funeral in a body which was held at the first Baptist church.

STILLWATER, MINN.—Mrs. Elizabeth Seward, who taught in New York and St. Paul city schools, died here April 10, of heart failure. She was a woman of literary tastes and attainments and wrote many magazine and newspaper articles. For several years she was editor and publisher of the Stillwater Messenger.

Miscellany.

TRENTON, N. J.—Governor Murphy has set apart April 25 as Arbor day.

The library school of the University of New York will hereafter be conducted as a graduate school, and only those applicants will be eligible for admission who are graduates of colleges registered by the regents in the college department as giving creditable courses.

The trustees of Columbia university have announced a bequest of \$50,000 from Mrs. Lena Currier for purchasing library books, a gift of \$1,000 to provide two medals annually for oratory, and a gift of \$500 from Dean Hoffman for salaries.

ITHACA, N. Y.—Prof. H. H. Powers, of the department of political science, Cornell university, will leave that institution at the close of the present term to devote his time to lecturing, writing, and business interests.

The spring book number of the New York World will be issued Saturday April 19.

The State Normal school at New Paltz, N. Y., of which Myron T. Scudder is principal, may well feel proud of the *Normal Review* issued by the school. The current issue is an excellent specimen of good printing. The type is set, the paper printed and folded by the students of the school under the supervision of an experienced printer. The press is run by a water motor.

Dana Carleton Munro, assistant professor of history in the University of Pennsylvania, has accepted a call to a professorship in European history in the University of Wisconsin.

"A Review of Legislation in 1901" will shortly be issued by the University of the State of New York. It is edited by Dr. Robert H. Whitten, and contains contributions from thirty-eight specialists. Among the subjects treated are "School Organization and Supervision," by James Russell Parsons, Jr., M.A., of the university; "Common Schools," by Dr. William T. Harris, and "High Schools," by Prof. Elmer E. Brown, Ph.D., University of California.

Frederick S. Oliver, of Ballard, Calif., writes: Antikamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozen in the medical outfit.

"St. Nicholas" for April.

If there is a finer magazine for young people than *St. Nicholas* we are not acquainted with it. No trouble or expense seems to be spared to make it as good as can be both as regards matter and illustrations. The best writers of verse and prose contribute to its pages.

The April number contains among other things stories by Alice Barch Abbot, Tudor Jenks, H. S. Canfield, and John Bennett; verse by Theodosia P. Garrison, Montrose J. Moses, Abbey F. C. Bates, and Jean Mathers; "Peculiarities of Arctic Life," by Prof. J. H. Gove; "Boy Choristers," by Frederic Dean; "In the Woods in April," by Rosalind Richards, etc. Then there are the departments—"Nature and Science for Young Folks," edited by Edward F. Bigelow, and "The St. Nicholas League," award of prizes for poems, drawings, and photographs. It is published by the Century Company, New York.

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 J. I. Charlton,
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It has been truthfully said that any disturbance of the even balance of health causes serious trouble. Nobody can be too careful to keep this balance up. When people begin to lose appetite, or to get tired easily, the least imprudence brings on sickness, weakness, or debility. The system needs a tonic, craves it, and should not be denied it; and the best tonic of which we have any knowledge is Hood's Sarsaparilla. What this medicine has done in keeping healthy people healthy, in keeping up the even balance of health, gives it the same distinction as a preventive that it enjoys as a cure. Its early use has illustrated the wisdom of the old saying that a stitch in time saves nine. Take Hood's for appetite, strength, and endurance,

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The Chicago, Milwaukee & St. Paul Railway has recently put in service on its Pioneer Limited trains the largest and handsomest dining car ever built. It is eighty-two feet in length from tip to tip, and its body is six inches wider and higher than the usual dining car. It seats thirty-six people comfortably in movable chairs, and has a kitchen large enough to permit the working of six cooks which, with six waiters and a conductor make up the crew. The dining cars heretofore in service did not provide sufficient space to properly care for the large number of patrons of the Pioneer, so that it became necessary to have a larger car.

New York Day, Charleston Exposition.

New York to Charleston, S. C., and return \$16.50 via Pennsylvania Railroad and Southern Railway. Tickets on sale April 21 and 22, good to return within eleven days. Exposition Flyer leaves New York daily at 3.25 P. M., carrying coaches and Pullman Drawing room sleeping car New York to Charleston. Dining car service. For information regarding rates, sleeping car reservations, hotel accommodations, etc., call on or address New York Offices, 271 & 118 1/2 Broadway. Alex. S. Thweatt, Eastern Passenger Agent.

Reduced Rates to Los Angeles.

Via Pennsylvania Railroad, on account of Convention of Federation of Women's Clubs.

On account of the Convention of Federation of Women's Clubs, to be held at Los Angeles, Cal., May 1 to 8, the Pennsylvania Railroad Company will sell special excursion tickets from all stations on its line, to Los Angeles and return, at reduced rates.

Tickets will be sold from April 19 to 26, inclusive, and will be good to return until June 25 when properly validated.

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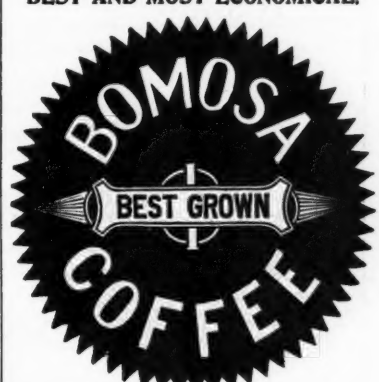
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Unfortunately, many of the teachers who sent in essays, did not thoroughly understand that they were confined to actual results obtained from the use of our games, and wrote rather on their theoretical value for school work. In justice to the teachers who had followed the rules of the contest, these essays could not be considered. Therefore, in order to give these teachers and others interested, an opportunity to secure prizes, we have decided to announce a third contest, open to all teachers, for the best answers to five questions regarding the use of educational games in the schools. The questions to be answered, and entry blank, will be sent free on application. Contest closes December 31, 1902.

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